

Criteria for Elementary Learning Disability Specialized Intervention Program (LD SIP) and Secondary Learning Disability Program (LDP)

The Elementary Learning Disability Specialized Intervention Program (LD SIP) and the Secondary Learning Disability Program (LDP) are for students who have been identified as having significant learning difficulties in reading, math and/or written language.

Evidence is required that interventions at Tier 1, 2 and 3 have been applied over time based on the learning needs of the student. Based on evidence from these interventions, it is expected that the student will benefit from a specialized program at this time.

Designation:	Junior LD SIP (grades 5&6) (half day LD SIP/half day integration), Intermediate LD SIP (grades 7&8) (half day LD SIP/half day integration) Secondary (LDP)
Class Size:	Up to eight students
Resources:	One teacher with special education qualifications

Referral Criteria:

Cognitive Profile

- evidence of at least Average global intellectual ability (i.e., 25th percentile or greater);
- evidence of cognitive strengths (e.g., verbal comprehension, perceptual reasoning, visual/spatial ability);
- evidence of significant learning difficulties with impairment in reading, and/or written expression and/or mathematics which have not responded to targeted interventions; and
- evidence of processing deficits (e.g., phonological processing, memory, working memory, perceptual motor processing, visual/spatial processing, executive functioning)

Academic Profile

- experiences significant difficulty in learning and processing information;
- requires intensive instructional support in at least one of the following areas: reading, written expression or mathematics;
- Junior and Intermediate: requires modifications and/or accommodations in academic areas that rely on reading, and/or written expression and/or mathematics; and
- Secondary: requires accommodations and/or modifications in academic areas that rely on reading, and/or written expression and/or mathematics and is able to

work towards credit bearing, grade level curriculum expectations when using individualized accommodations

Social/Behavioural Profile

- emotional, social and/or behavioural difficulties may occur within the context of the learning difficulties, but they are not the primary presenting concern

Required Documentation

- psychological assessment report (verification from a school psychologist or psychological associate that the psychological assessment continues to be valid). Diagnosis or provisional diagnosis of a Specific Learning Disorder (SLD) may be provided; however it is not required especially with children under 10 years of age;
- educational assessment within the last 12 months (English WIAT-III preferred);
 - clinician report;
 - record form;
 - student response booklet; and
 - all composite scores
- writing samples with and without the use of assistive technology (e.g., classroom-based writing samples);
- credit counselling summary: for students who have completed secondary credits; and
- Learning Support Services referral form detailing interventions at the Tier 1, 2 and 3 levels, to address the challenges and rationale as to why student needs may be better met in a specialized program setting

Additional Documentation (if available or appropriate)

- current report card;
- current IEP;
- additional assessment reports (e.g., most recent medical, speech-language/communication, occupational/physiotherapy, social work); and
- list of community agencies involved with the student (e.g., Crossroads Children's Mental Health Centre, Youth Services Bureau)

The student's progress will be monitored regularly and reviewed through the annual IPRC process to ensure appropriate placement to support student learning needs.